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Title of abstract

Supporting a culture of sustainable feedback within the BVSc programme

Author(s) and institutions(s)

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Abstract text – max 250 words

Surveys such as the National Student Survey commonly report low satisfaction scores for assessment and feedback for professional programmes. Whilst much attention has been paid to feedback culture in the clinical environment (Bok et al 2013, Warman et al 2014), there is little information in the literature relating to written feedback on coursework in veterinary programmes.

At VetEd 2015, we reported on a project which aimed to implement sustainable, consistent and effective feedback practices for students' written coursework or directed self-education tasks throughout the programme. For academic session 2015-16, we created templates that required staff to frame feedback as 1-3 points "to commend", and 1-3 points "to consider". Staff training opportunities were provided in the form of written guidelines and workshops.

A review of the feedback on coursework was undertaken in spring 2016. Meetings were held with student year representatives and academic leads for individual pieces of coursework, and examples of coursework and feedback were reviewed. Whilst there was a general improvement in consistency and quality of feedback, this review identified an additional need for more specific, task-focussed staff training and a need to introduce students to their role in the feedback process at an early stage in the curriculum. Unexpected administrative and technology-related challenges will also be discussed.

Bok et al (2013) Medical Education 47, 282-291

Warman et al (2014) Journal of Veterinary Medical Education, 41, 162-171

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